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MILITARY AFFAIRS

No. 1453



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EXCERPTS FROM BOOK: FIELD EXERCISES FOR BASIC MILITARY TRAINING

Moscow POLEVYYE ZANYATIYA PO NACHAL'NOY VOYENNOY PODGOTOVKE
in Russian 1978 signed to press 30 Jan 78 pp 3, 24-30, 37-40,
72-73, 88-89, 104-110, 116, 117, 128

[Table of contents, annotation, introduction, excerpts from
chapters 1-6 and appendices 2-3 from book by M. P. Kalinin
and P. M. Brysin]

[Excerpts] Title Page:

Title: POLEVYYE ZANYATIYA PO NACHAL'NOY
VOYENNOY PODGOTOVKE (Field Exercises
for Basic Military Training)
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Annotation: Based on a synthesis of accumulated experience,
this book provides recommendations for setting up and con-
ducting the five-day field exercises required by the Basic
Military Training Program.

This book is intended for principals, military instructors and
basic military training teachers of three-year vocational-
technical schools and for officers in charge of DOSAAF training
centers.

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Introduction

[Text] Basic military training is conducted for students so that the young men will acquire the necessary military knowledge and applied skills and, upon being drafted into the USSR Armed Forces, they will be able to master a military specialty within a short period of time.

The five-day field exercises on military topography and tactical and weapons training required by the Basic Military Training Program play a special role in this. This book reviews the three most widespread options for setting up these exercises: at the facilities of a military unit when the program includes live firing with the Kalashnikov automatic weapon; at sports, health or other similar camp facilities; and by making daily trips to the area. However, to a significant degree, success in any of the options will depend upon the organizational ability and level of methodological preparation of the school's military instructors (basic military training teachers).

M. P. Kalinin wrote chapters 1, 2 and 4 of the book and P. M. Brysin wrote chapters 3, 5 and 6.

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CHAPTER ONE

Organizing Five-Day Field Exercises

Justifiably, the five-day field exercises (which frequently include live fire with automatic weapons in addition to field exercises on tactics and military topography) are considered the most difficult form of applied exercises in the basic military training system. The requirement to acquaint young men with the fundamentals of field training and to instill the most important element of the future soldier's military expertise in them--applied skills for operating on the battle field--establishes the educational and training goals for the five-day field exercises. These goals can only be accomplished through thorough and comprehensive preparatory work by a large group of people. This work includes: organizational and methodological aspects, organizing political, materiel and equipment support and, finally, ensuring the trainees' safety during the exercises.

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CHAPTER TWO

The Content of Field Exercises

Subjects and Topics

Before the field exercises begin, the trainees usually cover 66 to 76 hours of the Basic Military Training (BMT) Program in the vocational-technical schools. During this time, they acquire knowledge and some skills in the different sections of the program.

In tactical training, the young men must be familiar with the fundamentals of combined arms combat and the TO/E for motorized rifle units.

In weapons training, they must: be familiar with the fundamentals of firing, study the small caliber rifle, know the procedures and rules for firing it and be able to observe safety procedures when handling weapons and when firing them; perform the drills for small caliber rifles required by the program; study the Kalashnikov automatic weapon (machine gun), know the procedures and rules for firing it and be able to accomplish a partial break down and assembly of the weapon; know the working principles and operational characteristics of fragmentation hand grenades and be able to throw them from different positions.

In military topography, it is necessary to have an understanding of topographical maps and be able to read the basic topographical and tactical signs.

In the program's section on Civil Defense, the trainees must know the casualty-producing effects of weapons of mass destruction in the armies of imperialist nations and methods of defense against them; they must be able to use gas masks and other individual protective gear.

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Practical experience shows that the higher the trainees' progress in BMT throughout the year, the higher the effectiveness of the five-day field exercises will be.

During the five-day field exercises, the trainees must: acquire practical experience in a soldier's actions in combat, reinforce their knowledge on the USSR Armed Forces Combined Arms Manuals, perform the basic exercise on firing an automatic weapon at stationary targets and learn to get their bearings in the field and to move along a prescribed azimuth. The trainees obtain significant experience in drill training. In addition, it is required that tests be given on some of the standards for the RLD [Ready for Labor and Defense of the USSR] System by using the time allocated for group sports.

Thirty hours of training are allocated to the five-day field exercises. Table 1 shows an optional estimate of the hours for conducting the field exercises.

Table 1.

| Training Subject | Total Hours | Exercise Day | | | | |
|----------------------|-------------|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| Tactical Training | 18 | - | 3 | 3 | 6 | 6 |
| Weapons Training | 6 | 6 | - | - | - | - |
| Military Topography | 4 | - | 2 | 2 | - | - |
| Drill Training | 1 | - | - | 1 | - | - |
| Armed Forces Manuals | 1 | - | 1 | - | - | - |
| Total | 30 | 6 | 6 | 6 | 6 | 6 |

However, depending on the conditions for conducting the exercises, the allocation of hours can be different. Thus, as already mentioned, the military commissariats in a number of regions conduct automatic weapons firing with the students of vocational-technical schools during the school year. Therefore, the military instructor must stipulate which lessons will be planned for firing in order to fill in the gap in the training plan during the five-day field exercises.

Based on the experience of a number of educational institutions, the following are used to replace automatic weapons firing during the field exercises in this situation: Topic 4 "Civil Defense" and Lesson 3 "Radiation and Chemical Reconnaissance Devices" - 2 hours; Topic 5 "Scouting Centers of Destruction" - 3 hours; Topic 5 "Drill Training" and Lesson 1 "Squad Formations" - 1 hour.

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In this case, the allocation of hours for conducting the field exercises will be as shown in Table 2.

Table 2

| Training Subject | Total Hours | Exercise Day | | | | |
|----------------------|-------------|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| Tactical Training | 18 | 3 | - | 3 | 6 | 6 |
| Civil Defense | 5 | 2 | 3 | - | - | - |
| Military Topography | 4 | - | 2 | 2 | - | - |
| Drill Training | 2 | 1 | 1 | - | - | - |
| Armed Forces Manuals | 1 | - | - | 1 | - | - |
| Total | 30 | 6 | 6 | 6 | 6 | 6 |

In the vocational-technical institutions of the Azerbaijan SSR, this problem is solved by shifting the hours in the lesson plan by one day and not by changing the lesson topics; then, the field exercises are conducted in a four-day period.

Let's review the topics and lessons which are worked on during the field exercises. Thus, for the USSR Armed Forces Manuals, Topic 3 "Internal Camp Procedures: The Company Orderly's Duties" is worked on. This one-hour lesson is actually conducted regardless of the situation in setting up the field exercises.

In weapons training, Lessons 4 and 5 of Topic 5 "Performing the Basic Drill with the Kalashnikov Automatic Weapon" is worked on for a period of six hours.

Three topics on tactical training are carried out during the field exercises:

Topic 4 "The Soldier's Actions in Combat"--12 hours
it includes six lessons: Lesson 1 "Relocating in Combat"--2 hours; Lesson 2 "Negotiating Obstacles and Engineer Obstacles"--1 hour; Lesson 3 "Selecting a Firing Site"--2 hours; Lesson 4 "The Soldier-Observer"--1 hour; Lesson 5 "The Soldier on the Offensive"--3 hours; Lesson 6 "The Soldier in Defense"--3 hours;
Topic 5 "The Squad in the Offense"--3 hours;
Topic 6 "The Squad in the Defense"--3 hours.

A one-hour lesson on Topic 3 "Drill and Weapons Movements" is conducted on drill training.

Two topics are studied on military topography: Topic 1 "Getting Bearings in the Field Without a Map"--2 hours and Topic 2 "Moving by Bearings"--2 hours.

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The Purpose and Goals of Field Exercises

The trainees' field exercises are the foundation of applied training in BMF. Their primary purpose is to: reinforce theoretical knowledge and acquire basic skills in tactical and drill training, military topography and, in a number of cases, in firing operational weapons.

During these lessons, the training and educational goals are:

- The trainees' acquisition of basic practical knowledge and skills in the soldier's actions in modern combat;
- the formation of a high level of political awareness in young men;
- psychological training and physical tempering of future servicemen;
- getting trainees used to the regulated life and activity of a military unit.

During the field exercises, the majority of the training time is allocated to tactical training; many of the cited training and educational goals must be accomplished during this training.

Before they go to the field, the trainees study the training problems (procedures, actions), which they will have to accomplish during the tactical exercises, on a theoretical basis while they are covering the sections of the program in the military training room, the range and in the school yard. The young men only acquire the ability to apply them in combat during the field exercises. Moreover, it is hard to overestimate the educational importance of the field exercises and especially of the tactical exercises.

The very fact that the trainees are being trained in the combat actions which will be required of them as defenders of the socialist motherland is of enormous educational importance. This idea must be emphasized during each lesson by making widespread use of examples from the Great Patriotic War and from the practical experience of the Soviet servicemen's combat training in peacetime.

During the field exercises, all problems in training and indoctrinating the trainees as future servicemen must be subordinate to tactical training--the foundation of field training.

The field exercises are also important because the trainees remain with instructors during this period; the latter not only train them in military affairs, they also instill the principles of military discipline, efficiency and a sense of necessity in strictly complying with the requirements of military regulations.

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Under contemporary conditions where psychological training is firmly linked to the trainees' field training goals and missions, it must be directed at molding and developing traits of will-power--traits such as endurance, decisiveness, courage, a sense of purpose, self-control and a readiness to accomplish difficult missions under modern combat conditions--in the young men during the exercises.

As established by experience in training and educating trainees for their future military service, the traits listed above are formed by convincing the young men that it is necessary to master the knowledge and skills in the BMT Program; by developing their will to overcome objective difficulties; by developing the ability and basic skills for operating on the battle field; and also by setting up situations which require a display of creative initiative during the applied exercises and by conducting measures for all-round physical training.

This difficult mission can be accomplished most fully during the field exercises if they approximate actual troop conditions to the maximum possible extent. This is achieved by setting up a situation which will demand a great deal of effort from each trainee, the ability to get his bearings under difficult conditions and skillful, aggressive and decisive actions.

The methods for organizing and conducting all the exercises with trainees must approximate the accepted methods for exercises with young servicemen in military units.

It is very important to define the training goals for each lesson when planning the five-day field exercises. This will assist the faculty in correctly conducting each lesson, preparing the required training equipment and facilities, distributing time and in setting up the subject matter and procedure for working on the training problems in a methodologically sound manner in the lesson plans.

The following training goals can be set for lessons on specific subjects and topics.

For the USSR Armed Forces Internal Service Regulations, the topic "Internal Camp Procedures: The Company Orderly's Duties" is actually worked on at the camp or in an area specially set up for this purpose. Therefore, the lesson goal consists of studying the daily camp routine and of instilling the practical skills in the trainees of carrying out the company orderly's duties.

In order to ensure an in-depth mastery of these skills and in order to develop initiative and resourcefulness in the trainees,

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it is necessary to assign training problems in accordance with these goals. They should promote setting up the kind of situations during the exercises which will stimulate the trainees to take independent action in carrying out the company orderly's duties.

The primary goal of the tactical training during the field exercises is to teach trainees the basic knowledge and skills of the soldier's actions in combat. Proceeding from this premise, specific goals are established for each lesson; however, regardless of the subject matter of the lesson, they are always defined in such a manner that the soldiers actions are studied in the beginning and then the trainees practice and reinforce the knowledge and skills acquired.

The goal of performing the basic exercise in firing the Kalashnikov automatic weapon is to provide the trainees with initial skills for automatic weapon live-fire. This lesson includes studying the procedures and rules for firing and firing itself; therefore, the training is set up at several training positions. Based on this, the training and educational goals for accomplishing the assigned training problems include: studying the procedures and rules for firing the Kalashnikov automatic weapon against stationary targets, trainee practice in firing accurately from small caliber rifles and achieving a reliable level of target destruction.

In drill training, the goal of the lesson is to teach the trainees basic skills in performing drill and weapons movements. The training problems for this lesson are: standing in formation with automatic weapons, carrying out the movements "Sling, ARMS!" and "Order, ARMS!" and turns and movements with weapons. The training and educational goal for the lesson is set up in accordance with these problems.

The goal of the lessons on military topography is to acquaint the trainees with methods of getting their bearings in the field and to learn how to move along a prescribed azimuth. Based on this, the training problems during the exercises may be: methods for getting one's bearings in the field, moving along prescribed azimuths and actual practice to reinforce the knowledge acquired on the material covered.

The educational goals for each lesson under field conditions must pursue the primary goal of molding a future serviceman of the USSR Armed Forces, a staunch defender of the socialist fatherland.

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CHAPTER THREE

TRAINING METHODS AND METHODS FOR CONDUCTING FIELD EXERCISES

Preparations for the Exercises

Success in conducting the five-day field exercises is dependent upon timely, well-organized and comprehensive support for them. Moreover, a great deal of significance is attached to preparations for the exercises; a significant part of these preparations is assigned to the school's military instructor.

During the preparations for the exercises, he must: study the program and the appropriate literature; determine the method and procedures for conducting the exercises on all the subjects; conduct personal reconnaissance of the area for the forthcoming exercises; organize materiel support for the exercises; draw up lesson plans for each exercise and make up briefing notes; practice the procedures and actions which he personally will have to demonstrate to the trainees; brief his assistants (teachers, platoon and squad leaders) in the field.

Considering the fact that it takes a long time to prepare for field exercises, the experienced military instructor begins his preparations long before the trip to the field. While developing his weekly plan even before the school year begins and by noting the interdisciplinary relationships, the military instructor determines the order for covering the subjects by allocating them in such a fashion that the trainees will have acquired a certain minimum of knowledge, ability and skill before the five-day field exercises begin.

Steadfast observance of the principles of Soviet general education and military education--principles such as party spirit, training based on previously acquired knowledge, a personal demonstration based on the principle "do as I do," a consistent transition from the simple to the complex, the unification of training and education, etc.--is the most important thing in determining the methods and procedures for conducting each exercise.

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It is recommended that tactical training be conducted by the battle drill exercise method within the BMT Program. The first two topics (3 hours of lessons) are the only exception; it is advisable to work on them in the military training room by using a terrain model of the area (sand table) and in the school building yard. Without tying down the military instructor's initiative, this will make it mandatory for him to prohibit all the tactical exercises in the field from being replaced by lectures in the military training room or by showing films.

When there is no military unit in the area or a sports or health camp, the military instructor must conduct the field exercises by making daily trips to the field. In this case, selecting the area and personally reconnoitering it will become especially important parts of his work.

During his personal reconnaissance, the military instructor establishes the most advantageous route for the group's trip to the exercise location; he selects an area with terrain features, plant cover and local features which meet the exercise plan; he notes training positions (work positions) and landmarks and he determines how much work will be necessary to prepare the training positions, how to designate the "enemy," how many target markers will be required, etc.

It is important that there will not be any crops or seedlings nor underground structures or lines of communication (electric cables, communications lines, gas, water and sewer pipes, etc.) in the area for practicing procedures in digging-in.

In all cases, the area for the future exercises must be medically safe and there should not be anything near the training positions which would detract the trainees' attention (the noise of construction and agricultural work, traffic, etc.).

Materiel support is extremely important in preparing for the exercises. The large amount of labor-intensive work connected with this must begin ahead of time. It includes preparing the training positions, making up personal equipment, small arms mock-ups, targets, various target markers, warning signs, simulation devices and the necessary visual aids.

The nature and amount of this work depend upon the specific conditions. Thus, when an area is earmarked for the educational institution to conduct tactical exercises, it will be necessary to do a lot of work in setting up a training field on it. All the problems of providing materiel support for field exercises are examined in detail in Chapter 5.

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The lesson plan for the exercise in the field is made up as the instructor chooses, just as it is for other lessons; however, the procedure for conducting the exercise and the content of the tactical problems are set forth in more detail. In addition, a number of special features are taken into account, for example:

when distributing the training time among the training problems, the following additional areas are defined: when to conduct oral quizzes provide new material for the trainees, to train them by squads and by breaking them down into pairs and when to conduct work with the entire group (platoon) to reinforce the skills acquired;

the training material in the lesson plan is grouped according to the method and procedure for conducting the exercise and the subject matter and sequence for working on the training problems are set out separately for each training position regardless of whether the military instructor himself or one of his assistants (a squad leader, a BMT teacher or vocational training instructor) is conducting the lessons at the position;

if there will be live firing from automatic weapons during the five-day field exercises, the military instructor will set forth the work sequence in the lesson plan for the exercise only for those training positions where all the other problems, except for the basic firing exercise, will be worked on because and officer from a military unit (military commissariat) sets up the automatic weapon firing in all cases and he will conduct the lesson according to his own plan. In this case, the military instructor will be his assistant and he will be responsible for setting up the lessons at the other training positions.

When the military instructor uses trainees, NCO's from military units or reserve officers as his assistants, he prepares briefing notes for them. They are prepared in a format of his choosing at the same time that the lesson plan is drawn up. The size and content of the briefing notes depend upon the topic and procedure for conducting the lesson. Briefing note options for specific lessons are covered on pages 48-64.

The final phase of the military instructor's work in preparing for the field exercise is briefing his assistants. He conducts the briefing on the evening before the exercise in the same area where the exercise will be conducted with the group. The military instructor conducts his previously prepared lesson plan for the field exercise. A separate lesson plan should not be developed for this purpose. The assistants receive the briefing notes during the briefing. The military instructor must be sure that they correctly understand the briefing notes.

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CHAPTER FOUR

POLITICAL SUPPORT FOR FIELD EXERCISES

General Principles

The communist indoctrination of vocational-technical training school students is directed at: forming a high level of ideological conviction, endless devotion to our Soviet motherland and the cause of communism and loyalty to Lenin's charges to defend the socialist fatherland in young people; training young men for service in the Armed Forces; and developing the whole man.

Each young man must have a good knowledge and an in-depth understanding of his duties in defending the socialist fatherland; he must have a clear idea of the purpose and mission of the Soviet Armed Forces in the contemporary situation and he must steadfastly prepare himself for military service.

Under the leadership of the party organization, the entire engineering and teaching staff of the schools, as well as the Komsomol and DOSAAF committees, conduct this work in conjunction with the military instructor during lessons and during extra-curricular activities. During the five-day field exercises, communist indoctrination of the trainees is conducted during and after lessons.

During all the exercises in the field, the trainees are being taught patriotic feelings for our Armed Forces along with military knowledge and skills; they are being taught the desire to achieve and the awareness of their military duty to the motherland is being firmly established. During each lesson, the military instructors must support the training problems with examples of the superiority of Soviet military hardware and weapons and the heroic deeds of Soviet servicemen at the front lines of the Civil War, the Great Patriotic War and in peacetime.

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Political support for the five-day field exercises includes: political indoctrination work with the trainees (political sessions, lectures, discussions, showing films, publishing combat leaflets and wall newspapers); sports work and organizing the trainees' free time (testing on the RLD rated standards, sports competitions and games, amateur groups); military patriotic work (meetings with servicemen and war and labor veterans; formal inspections and drill inspections).

While preparing for the field exercises, political indoctrination and group sports plans are made up along with the training documents (Appendices 5,6).

When the political indoctrination plan is being drawn up, eight hours in the evening are especially allocated for this work during the entire period of the course of instruction and, in addition, the morning hours are used for political sessions. Therefore, the list of arrangements could require: three political sessions in the morning, for example, on the first, third and fifth days of the course of instruction, with lectures, discussions, movie showings and meetings with servicemen and war and labor veterans in the evenings. The plan should also include Komsomol meetings for platoons and for the entire group to evaluate the field exercises. The deputy principal for training and educational matters, the Komsomol committee secretary and the military instructor usually participate in developing the plan.

Over nine hours are allocated to group sports during this period. In drawing up the plan for it, it is necessary to make maximum use of this time to test the RLD standards and to conduct group competition.

As a rule, the physical training instructor develops the group sports plan under the guidance of the deputy principal for training and educational affairs and with the participation of the military instructor and the Komsomol committee secretary.

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CHAPTER FIVE

MATERIEL SUPPORT FOR FIELD EXERCISES

The Basic Directions for Developing the USSR National Economy in 1977-1980, which were approved by the 25th CPSU Congress, noted, "A further improvement in the level of training and in the level of ideological and political indoctrination for specialists and workers is considered the most important mission for higher, secondary specialized and vocational-technical educational institutions."¹ In this respect, it pointed out the need for expanding the physical plant of educational institutions and for improving the methods training rooms, shops, laboratories, etc.

The package of BMT training measures and equipment which is established to support the five-day field exercises on tactics serves as the equipment for a unique laboratory where the principles of field training are taught. Various measures and jobs are accomplished in setting up this package, namely: transportation support, reequipping (repairing) existing residential facilities or setting up a tent camp, billeting the trainees at the camp, organizing messing and medical support, preparing training positions at the training field, making personal field gear for the trainees and small arms mock-ups and preparing visual aids and simulation gear.

The enumerated measures and jobs essentially comprise the materiel support for field exercises; this support must be provided for in the training plan and it must start a long time before the exercises are conducted. The effectiveness of the field training exercises for the future servicemen depends upon how well this work is accomplished.

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1. "Proceedings of the 25th CPSU Congress," Moscow, Politizdat, 1977, p 221.

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The amount and nature of the materiel support for the field exercises depend upon the conditions for conducting them. The least manpower, resources and time are expended when the five-day field exercises are conducted at the facilities of a military unit which has assumed the responsibility for billeting and training. In this case, the exercise organizers designated by the vocational-technical schools are usually responsible for messing and bedding.

The most manpower and resources will have to be expended to support field exercises conducted at sports, health, pioneer or other camp facilities where the Vo-Tech School will have to set up the entire system of training facilities itself. The task becomes somewhat easier if a camp already exists and if it has fixed facilities to billet the trainees and personnel, a dining hall, medical and hygiene facilities, etc. It is more difficult to set up a camp from scratch, to set up and equip a tent camp.²

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2. As shown by experience, a military unit, tourist center or sponsoring organization usually lends tents to the Vo-Tech; the Vo-Tech rarely buys them.

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CHAPTER SIX

SAFETY MEASURES AT FIELD EXERCISES

Ensuring the Safety of Exercises in the Field

In establishing normal conditions for the young people's basic military training, the duties of the Vo-Tech principal and military instructor primarily include ensuring the safety of the health and lives of the trainees and the people around them. This applies equally to lessons, firing, testing RLD norms and trips to sites of the Soviet people's combat glory.

The military instructors must devote the greatest attention to safety when organizing firing and the five-day field exercises on tactics. The element of chance increases when exercises are conducted in the field (firing range, range, sports camp, woods, etc.); this element of chance is related to the possibility of encountering explosive objects in the area, bacterial contamination of the topsoil and certain peculiarities in local features and local terrain. To a greater or lesser degree, all of this may cause serious injuries or illnesses.

The possibility of encountering dangerous animals--specifically reptiles, primarily snakes, and, in the southern regions of the country, poisonous insects and plants--during field exercises also cannot be excluded.

In addition to the military instructor, the BMT instructor (vocational training instructor), the firing controller or the trip organizer are respectively responsible for the safety of lessons, practice sessions, firing, trips, etc. The fact that the military instructor is not personally conducting a particular lesson does not remove his responsibility for its safety. The fact is that safety measures are not one-time, short-range actions; as a rule, they are conducted at different times on a systematic basis during all phases of the training and exercises. They begin long before the trip to the field. Thus, even before the trainees

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begin their studies of small arms, the military instructor must acquaint them with safety procedures in handling weapons. First of all, he must teach them that every time they take a weapon, they must check to see if it is loaded; they must inspect the magazine and be sure there are no live shells in it.

From the very first day in handling weapons, it is necessary to teach the trainees how to tell the difference between training rounds and live rounds and it is necessary to explain to them that it is absolutely forbidden to point a weapon at people even when they are sure it is not loaded.

The military instructor must constantly remind the trainees of the safety procedures when handling weapons. Before beginning live firing, the trainees must study the rules of conduct at the indoor range (firing range) and the safety procedures for organizing and conducting firing. Only those trainees who develop skills in handling weapons and who know and understand the procedures for their conduct at the indoor range (firing range) are allowed to fire.

As indicated by experience, finger and hand injuries can result using a training weapon or a mock-up of one during weapons training lessons when incorrect training methods are used in handling it and in breaking it down and assembling it.

When conducting lessons on studying the parts of small arms, the military instructor must personally inspect the working order of the automatic training weapon (machine gun) and be sure there are no serious burrs on its parts, jams or other abnormalities which make it difficult to break it down and put it back together and which may cause injuries to the trainees.

Before the exercises in the field, especially on territory where combat operations have taken place in the past, it is necessary to conduct a thorough, comprehensive search of the entire area where plans call for billeting the trainees, conducting exercises and training sessions with them and testing them on the RLD norms.

If this work has not been accomplished previously, it begins with determining that there is no danger of an explosion in the area, i.e., there are no explosive objects in the area.³

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3. This procedure applies to territory where combat operations took place or which was subjected to bomb strikes and artillery fire and also to operational or closed military unit ranges, firing ranges, etc.

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The military district headquarters have the information on this and the Vo-Tech Schools can get it through the rayon (city) military commissariats.

Information on the area's sanitary status (reservoirs, soil and others) is obtained at agencies of the medical epidemiological service.

The necessary information on underground equipment is obtained from the appropriate agencies of municipal management, communications departments and special services. In order to avoid unfortunate incidents or damage to electric lines, communication lines, water (sewer, gas) pipes and other underground equipment, digging weapons enplacements, pits, trenches and doing other earth work is not permitted without this information or without the permission of the person responsible for the underground equipment in that specific area.

The receipt of favorable information on the area does not relieve the military instructor (field exercise organizer at sports or health camp facilities) from personally inspecting the area and from taking the necessary security measures at all the training positions and areas without exception, especially where the procedures and methods for relocating in battle, digging in and negotiating obstacles will be studied and also in sectors where the topics "The Squad in the Offense" and "The Squad in the Defense" will be worked on.

The military instructor usually conducts this personal inspection during his reconnaissance of the area. At that time, he pays special attention to the local terrain (the presence of hidden ditches, holes, etc.) surface obstructions; garbage, metal trash, broken glass, etc. It can lead to serious injuries to the trainees if hidden holes, pits, ruts, fragments of glass jars, sharp metallic objects, rods, barbed wire, etc. are present on the surface of the area (training position) where plans call for work which requires running or crawling across it or setting up to fire from the "prone" or "kneeling" positions.

The nature and amount of work (measures) to ensure trainee safety in the area for conducting the field exercises depend upon the condition of the sector and the special features of the area within which it is located, its terrain, the condition of the water, the plant life and local features. However, in all cases, they proceed on the premise that the safety of people

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in handling weapons, ammunition, training equipment and gear during BMT exercises is also achieved by strict and continuing compliance with the requirements of regulations, manuals, the Course of Instruction on Firing and also official documents on safety procedures for BMT exercises. The military instructor must have a thorough knowledge of this.

The most important requirements for ensuring safety during the work and arrangements in preparing for and conducting the five-day field exercises are as follows:

1. Exercises cannot be held in an area where the medical condition is not known. It is absolutely forbidden to use areas adjacent to the following for exercises: cemeteries, places where there has been cattle plague, places where cattle are buried, garbage dumps, places for sewage disposal, etc. areas where animals (insects) which carry bacilli (rodents, ticks with encephalitis and others) are detected also cannot be used for exercises.

Considering the fact that the danger of bacterial infection increases when enplacements are being dug, when running or crawling, it is necessary to obtain permission from the medical epidemiological monitoring agencies in all cases.

2. In the southern regions of the country where insects (scorpions, solpugids, spiders of the black widow family, etc.) whose sting is dangerous to the health and lives of the trainees and also where there are poisonous plants, it is necessary to take the appropriate measures: keep the necessary medicine and antedotes in the field first-aid kit; earmark means of transportation to immediately evacuate the injured to the nearest medical facility; and provide for preventive measures, including, discussions and briefings on the appropriate topics.

Since snakes are actually located throughout the entire area of the Soviet Union, the steps cited above should also be taken for snake bite.

3. When digging enplacements, trenches and ditches and when setting up shelters (dugouts, shelter trenches) in soft ground, it is necessary to take steps to preclude the walls of the enplacements and trenches from falling in and destruction of the overhead earth-and-timber cover; for this purpose, it is necessary to observe the optimal (for the particular soil) angle of inclination (slope) for the walls of the emplacement (trench), correctly set up the overhead earth-and-timber cover, etc.

Only fine wire 3-4 millimeters in diameter is used to construct sectors of barbed wire infantry obstacles, fences and mazes.

4. All open excavations (emplacements, pits, holes) can be dangerous to the health and lives of people and animals, especially at night and in the winter. Therefore, to avoid unfortunate incidents, the area where emplacements, communication

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trenches, indistinguishable wire and other objects is blocked off and danger warning signs are placed near the emplacement.

After the exercises are over, all emplacements, holes, ditches, etc. which will not be needed in the future are filled in.

Due to the fact that training weapons (or mock-ups of them), pyrotechnical equipment, munitions, stores and, in a number of cases, combat weapons and ammunition are employed during the five-day field exercises and considering the fact that the trainees are carrying out procedures for negotiating barriers (obstacles) and throwing hand grenades (shot), the following safety procedures must be observed in addition to those set forth above.

1. It is absolutely forbidden to: use combat and small caliber rounds during tactical exercises and paramilitary games; fire any type of round from a training or improvised weapon; touch undetonated grenades, shells, mines and other explosive objects which are found.

Any small caliber rounds, percussion caps, live rounds, blanks and other types of ammunition and explosive objects brought to the exercises or to the school and found on the trainees must be confiscated.

2. Only the servicemen participating in the exercises and the military instructor are permitted to use blanks, battle-noise simulators and signal flares while observing established safety rules.

3. Blanks are only permitted to be fired from combat weapons.

4. Throwing training grenades (shot) is permitted at a distance of at least 70-100 m from the place (line) where exercise participants are located or moving to. For this purpose, dummy emplacements with targets and dummies in them are prepared in front of the main line of resistance.⁴

5. During all exercises (trips), bonfires can only be ignited in the field (woods) with permission from the exercise (trip) leader.

6. It is necessary to post road guards with red flags at the edges of a crossing when intersecting a road with traffic during exercises on tactics or topography. When proceeding in formation along roads or in populated areas, it is primarily necessary to move along the shoulders. Road guards with red flags must be ahead of and behind the column.

4. This procedure completely applies to exercises conducted for tactical (weapons) training in the school yard.

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Safety is achieved for tactical exercises in the field by carrying out the requirements set forth above on handling training weapons and by observing the rules for throwing training hand grenades (shot) and for negotiating obstacle courses.

Non-compliance with safety procedures during exercises where blanks and simulation equipment (battle-noise simulators) are used, hand grenades (shot) are thrown and emplacements and shelters are dug, can lead to serious consequences. Not permitting this is the primary duty of the military instructor and it is an important part of his work.

The plan for conducting five-day field exercises at military unit, sports or health camp facilities provides for showing training and military patriotic movies during the hours of extra-curricular activities. When showing films the following safety procedures must be observed:

- films can only be shown on a 16-mm projector using non-flammable film;

- the projector cannot be set up near the exit from the room;

- training films can be shown by the military instructor, the teacher, other employees of the school and by trainees who have a 16-mm movie technician's or projectionist's license issued by the State Licencing Committee and a certificate on safety procedures issued by local agencies of the Ministry of Culture and the State Fire Inspector;

- training films are shown in the presence of the military instructor or teacher who is conducting the lesson and who is responsible for compliance with safety procedures and fire safety procedures;

- regardless of the type of film, artistic films can only be shown on a projector.

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Appendix 2. Daily Routine for Trainees During the Five-Day
Basic Military Training Course of Instruction at a Military
Sports Camp (An Option)

| Measure | Time | | |
|-----------------------------------------------------|-------|------|----------|
| | Begin | End | Duration |
| Reveille for platoon leaders and company duty NCO | 0650 | | |
| General reveille for trainees | 0700 | | |
| Morning physical training | 0710 | 0730 | 20 |
| Morning toilet, make beds, clean rooms, police area | 0730 | 0750 | 20 |
| Morning inspection | 0750 | 0800 | 10 |
| Political session or training | 0800 | 0830 | 30 |
| Breakfast | 0830 | 0900 | 30 |
| Formation and dismissal for lessons | 0900 | 0910 | 10 |
| Training lessons: 1st hour | 0910 | 0955 | 45 |
| 2nd hour | 1005 | 1050 | 45 |
| 3rd hour | 1100 | 1145 | 45 |
| 4th hour | 1155 | 1240 | 45 |
| 5th hour | 1250 | 1335 | 45 |
| 5th hour | 1345 | 1430 | 45 |
| Prepare for lunch | 1430 | 1440 | 10 |
| Lunch | 1440 | 1520 | 40 |
| Afternoon break | 1520 | 1550 | 30 |
| Clean weapons and military gear | 1550 | 1620 | 30 |
| Formation for independent training | 1620 | 1630 | 10 |
| Independent training | 1630 | 1810 | 100 |
| Group sports | 1820 | 1950 | 90 |
| Prepare for dinner | 1950 | 2000 | 10 |
| Dinner | 2000 | 2030 | 30 |
| Political indoctrination | 2040 | 2140 | 60 |
| Personal time | 2140 | 2210 | 30 |
| Evening walk | 2220 | 2240 | 20 |
| Evening roll call | 2240 | 2250 | 10 |
| Prepare for taps | 2250 | 2300 | 10 |
| Taps | 2300 | | |

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Appendix 3. Topical Lesson Plan for the Five-Day Field Exercises With Trainees of Vocational-Technical Schools Nos 34 and 36 at a Camp Course of Instruction.

| Educational Institution | D a y | | | | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| Vo-Tech No 34 | Weapons training, Topic 3 (6 hours) | Armed Forces Regulations, Topic 3 (1 hour) Tactical training, Topic 4: Lesson 1 (2 hours) Lesson 2 (1 hour) Military topography, Topic 1 (2 hours) | Drill Training, Topic 3 (1 hour) Military topography, Topic 2 (2 hours) Tactical training, Topic 4: Lesson 3 (2 hours) Lesson 4 (1 hour) | Tactical training, Topic 4: Lesson 5 (3 hours) Lesson 6 (3 hours) | Tactical training, Topic 5 (3 hours) Topic 6 (3 hours) |
| Vo-Tech No 36 | Tactical training, Topic 4: Lesson 1 (2 hours) Lesson 2 (1 hour) Armed Forces Regulations, Topic 3 (1 hour) Military topography, Topic 1 (2 hours) | Military topography, Topic 2 (2 hours) Drill training, Topic 3 (1 hour) Tactical training, Topic 4: Lesson 3 (2 hours) Lesson 4 (1 hour) | Tactical training, Topic 4: Lesson 5 (3 hours) Lesson 6 (3 hours) | Tactical training, Topic 5 (3 hours) Topic 6 (3 hours) | Weapons training, Topic 5 (6 hours) |

Approved:
Chairman, Camp Committee

Coordinated:
Rayon Military Commissar

(signed)
OIC, Camp Course

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OPERATING PROGRAM FOR DOSAAF ORGANIZATIONS

Moscow PROGRAMMA DEYSTVIY ORGANIZATSIY DOSAAF in Russian signed to press
8 Aug 78 pp 1-4, 85-96

[Excerpts from the book by Maj Gen V.V. Mosyaykin, USSR DOSAAF Publishers,
1978, 100,000 copies, 96 pages]

[Excerpts] Operating Program for DOSAAF Organizations

Based on the Work Experience of the Defense Society Organizations
in Implementing the Resolutions of the Eighth All-Union DOSAAF
Congress

Deputy Chairman of the USSR DOSAAF Central Committee Maj Gen V.V. Mosyaykin shows how the organizations of the defense society are fighting for the implementation of the resolutions of the 25th CPSU Congress, as well as the Eighth All-Union DOSAAF Congress. The author deals with problems of further improving the work of DOSAAF organizations.

The book is intended for DOSAAF activists.

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Introduction

By consistently following the leninist general line, our party is confidently leading the Soviet people from victory to victory, to the clear goal of mankind - communism.

The time which has elapsed since the 25th CPSU Congress has been marked by the remarkable achievement of our people both in the execution of the program of economic, cultural and social development of the first all-people's socialist government in the world, and in the reinforcement of its defensive strength.

Our nation has colossal natural riches at its disposal. Through the efforts of several generations, a powerful economic potential has been created for us. The party has cultivated and prepared numerous skilled personnel and provided people with normal living conditions. Now as never before, it is important to skillfully, reasonably and efficiently utilize all of these extremely rich resources, place them at the service at the people and extract the maximum use from them.

The successful implementation of the plans ahead is possible only with the reliable assurance of the safety of our native land. This is why the communist party and the Soviet government is combining all of the steps toward peace in a leninist fashion with the strengthening of the defensive capability of the nation, and boosting the combat strength of the Soviet armed forces, the mission of which is to reliably defend the socialist fatherland and be in a constant state of battle readiness, which guarantees the immediate repulsion of any aggressor. This noble mission of theirs is close to and understood by every soviet individual. Our people take a concerned approach to their armed forces. The patriotic striving of the Soviet peoples finds its embodiment in the fact that millions of workers comprise and actively participate in the activity of the all-union voluntary society for cooperation with the army, air force and navy (DOSAAF SSSR).

The DOSAAF organizations take an active part in all of the mass patriotic undertakings and political campaigns conducted in the country, they disseminate military knowledge among the populace, contribute to civil defense and supervise the development of military engineering types of sports. The schools and clubs of the defense society train specialists for the armed forces from the ranks of drafted youths, prepare specialists for the mass technical professions of the national economy.

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The successes of the defense society which have been achieved over recent years are the consequence of increasing the attention devoted to its affairs by the party organs. The committees and organizations of DOSAAF, in following the instructions of the party, and in assimilating the experience of party organs, are becoming organized and goal directed in their work. The business-like nature of many committees has increased markedly, they solve the problems facing them with a greater degree of quality, are persistently calling upon an ever increasing number of defense society members to participate in the mass defense work and in the excersizes of military engineering types of sport, and are strengthening ties with trade union and komsomol organizations.

In this way, the defense society of the nation is making a considerable contribution to the practical realization of leninist ideas for the protection of the socialist fatherland. The further refinement of all mass defense, training and sport work depends in many respects on a creative approach to the solution of the problem and assignments which come up on the part of the DOSAAF committees and the numerous defense membership.

The CPSU Central Committee requires the assertion of party methods of leadership, and a leninist work style in literally all spheres of activity. This requirement also fully applies to the DOSAAF committees.

The story of the successful activity of several of the DOSAAF organizations in the execution of the tasks assigned to them, pursues the goal of disseminating their experience among all committees of the defense society.

Improve the Operational Style of DOSAAF Committees

One of the characteristic features of the contemporary stage of communist construction is the assertion of the leninist style of leadership in all spheres of activity. As regards the supervisory personnel, this means increasing the responsibility for the assignment entrusted to them, developing initiative, setting high standards for oneself and others, as well as impatience with manifestations of formalism and bureaucracy. Any Soviet manager comes across primarily as a political figure, an executor of communist party policy. He, the organizer, is an expert at the business he heads up. This means that such features as a scientific approach, adherence to principles and business-like performance, knowledge of how to soberly assess what has been accomplished, assign subordinates in accordance with their capability and set up clear cut supervision and checking of performance should all be inherent in his activity. An important ideological and political aspect of the leninist management style is constant ties of the manager to the public active membership.

The manager of any portion of the organizational structure of DOSAAF should approach the resolution of the problems set before him from the party and state points of view, continuously increase his own special and political knowledge and prove to be a model for the communist approach to the performance of service obligations.

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In the defense society, the absolute majority of the chairmen and deputy chairmen of oblast and kray committees and the DOSAAF central committees of union republics are people who are politically literate, with good theoretical military training, considerable life experience as well as organizational capabilities and habits. They honestly and conscientiously carry out their own obligations and give all their strength to their work.

About 5 million activists are working in the club councils, sport federations and sections as well as in the management organs of the society and in the departments and commissions which have been created in these organs. Some hundreds of thousands of them are working on the voluntary service principle to honorably fulfill their obligations as propagandists, instructors and managers of technical groups and courses, as well as trainers and judges for military engineering types of sports.

The specific successes which have been achieved by the defense society over recent years are to a considerable extent due to the fact that its committees, in following party instructions, and assimilating the experience of party organs, have somewhat improved their style and methods of operation and are doing a great deal to see that the leninist style become the standard for their everyday activity.

This applies to a considerable degree to the organizations of the defense society of the Ukraine, Belorussian, the Volgogradskaya, Tul'skaya, Ryazanskaya, Sverdlovskaya and Omskaya oblasts and some others. In them, committee plenums are held on a regular basis as well as general meetings of the primary organizations, conferences are periodically called along with meetings for the defense membership, seminars and conferences. These forms of collective work which have proven out over the years are used for the business-like exchange of opinions and the working out of the most correct solutions, as well as to inform activists and members of the organizations concerning the activity of the committees, somethings which promotes the further development of initiative..

For example, take the Ryazan' oblast committee of DOSAAF. In fighting to further to boost the efficiency and quality of mass defense work, they were one of the first to take steps to implement a comprehensive approach to the organization of military and patriotic education of the members of the defense society. The better DOSAAF collectives of the Moscow rayon, in Ryazan', and in the Spasskiy and Shilovskiy rayons, under the supervision of party organs, have already worked on the new basis for a number of years, and are achieving unity in political, labor and moral education, taking the special features of the various groups of workers into account. Along with trade unions and the Komsomol, as well as other public organizations, they are seeing that the patriotic education, widescale dissemination of military and technical knowledge and the training of youth in the fundamentals of military affairs are becoming a unified process. A number of DOSAAF members participating in military and patriotic undertakings has grown in the oblasts, and numerous indicators have improved in the activity of the defense society organizations,

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As we have already noted, a characteristic feature of the leninist management style is a business-like and well thought out approach to the consideration and resolution of each question, unity in word and deed. This means that every management worker should, first of all, bring all of his activity into line with the requirements of the communist party and the Soviet government, and secondly, daily study, thoroughly and objectively assess the state of affairs on site, in the primary organizations of the society.

In studying the activity of the DOSAAF oblast committees and kray committees, unfortunately, we are frequently convinced that many of their leaders have a poor knowledge of the state of affairs in the localities, and are rarely there. Spur of the moment trips, without a specific goal, for one to two days are still found in the work practice of some committee chairmen and their deputies. On the whole, such a visitor neither gets the business done nor obtains any information. This can be completely applied to the Lipetsk, Tomsk, Irkutsk and a few other DOSAAF committees.

The need for accurate and true information in the service reports and reporting documents concerning the state of affairs in local areas is to be especially underscored. It is not infrequently the case that dispatches and statistical reports, which arrive at the USSR DOSAAF Central Committee are not distinguished by objectivity and reliability. In other documents, successes in the work are described in detail, while there is little talk of deficiencies, with great inaccuracies and omissions.

In the defense society, the manager must engage in organizational and educational work, direct the activity of subordinates and resolve person as well as production management questions, as well as be in charge of financial and material resources. It is extremely essential for him to have a good knowledge of Soviet laws, instructions and directives of higher organs, and to be strictly governed by them. And this means, he must constantly work on himself, know the contents of the basic documents and their requirements.

An important requirement of the leninist management style is that of checking for the implementation of the adopted resolutions. To check for performance means in a leninist sense not only to register deficiencies and omissions, but also to practically organize affairs. An adopted resolution should be immediately implemented, and a matter which has been started should be carried through to the conclusion.

The special value of a clearly formulated check of performance consists in specifically in its goal directedness and specificity. It should encompass all of the major directions of the practical activity of the society in light of the requirements of the decree of the CPSU Central Committee and the USSR Council of Ministers of May 7, 1966, as well as the resolutions of the 8th All-Union DOSAAF Congress. Here also, there is to be a thorough acquaintance with the state of affairs on site, as well as the rendering of assistance and regular accountability of the managers to the masses and a systematic

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hearing of the lower level DOSAAF committees at the meetings of the presidiums of the higher level committees. This involves the attentive analysis of information, critical commentaries, advanced at meetings, conferences, plenums, as well as the study of incoming letters and press articles. A clear-cut, timely and well worked out check of performance is the true school for administration and the most important condition for success.

It only stands to reason that after deficiencies have been revealed and measures planned to eliminate them, a prerequisite is the active involvement of the one who has been checked, in short: performance. However, it does not always work this way. At the final all-union conference of chairman of the DOSAAF central committees of the union republics, as well as the DOSAAF kray and oblast committees in 1977, it was noted that only by the lack of performance are the extremely serious deficiencies the work of the Tyumen', Vladimir and Kaluga oblast committees as well as the Krasnoyarsk kray committee of DOSAAF explained. The heads of these committees are not meeting the requirements of the higher level organs, and in turn, are not concerned about the execution of their instructions, orders and regulations by lower level committees.

A correctly formulated performance check involves the considerable art of working with people. It cannot be replaced by blow-ups and administrative pressure or by summarizing data on the telephone and written messages. It is specifically with this style of check that executive discipline is disrupted, a lack of responsibility is born and this in turn leads to the fact that repeated decrees are published which require "strengthening attention" and "eliminating deficiencies."

Can one, for example, support the practice of the chairman of the Tyumen' DOSAAF oblast committee, who with one order punished almost half of the chairmen of the regional municipal committees of the society for poor executive performance? Of course not. This kind of practice only harms the overall effort. A leninist work style presupposes an obligatory concern for personnel. In his book, "Rebirth", comrade L.I. Brezhnev writes, "from the first days we strived for a careful relationship with personnel, and valued the party benevolence which was already established in our organization. I was never in any way an adherent of a coarse, vociferous, or as it is still called, a 'tough' method of supervision. If a person is scared, he will not take responsibility on himself."

It is important to approach the activity on an individual basis, give their work an objective evaluation, subject the deficiencies which they have permitted to a thorough analysis and show them ways of eliminating them. In constantly monitoring for performance, it is necessary to provide people with specific assistance, teach them, and educate them with a sense of high responsibility for their assignment.

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Criticism and self-criticism has been called upon to become an effective means of improving executive performance and educating the personnel and the entire multi-million membership of DOSAAF. It primarily incorporates a fundamental evaluation of the causes of deficiencies, rigorous demands on those who only "hear out" the instructions and comments directed to them, but work without really trying, without implementing the practical proposals and not effecting an improvement in the state of affairs. It should also be recalled that criticism is needed not only in those cases when clear failure and abuses exist, but also for preventive purposes: when not all the capabilities for improving work are utilized, when people do not take the initiative and a tendency to sluggishness and stagnation is noted.

The main goal of criticism and self-criticism is to gain the capability of rapidly eliminating shortcomings and utilize discovered reserves. In this regard, I would like to point out the necessity for a careful approach to critical remarks and proposals which are advanced by DOSAAF rank and file workers and members. Comrade Leonid Il'ich Brezhnev at a conference of the first secretaries of Far East CPSU kray committees and oblast committees on April 6, 1978, underscored the fact that "to talk with workers, hear them out and get at what they are saying is a large and necessary thing."

There are many examples of the correct utilization of criticism and self-criticism in our defense society as a weapon for combating deficiencies and attentively relating to the voice of the masses. The practice of the Oktyabr'skiy DOSAAF regional committee of Saratov can be cited here. In generalizing the critical remarks and proposals put forward at the reporting meetings and conferences, the regional committee planned steps to implement them and intently follows up to see that the revealed deficiencies are persistently eliminated in all of the primary organizations. Reports of the chairmen of the committees of primary organizations are periodically heard at meetings of the presidium of the regional committee, and members of the regional committee regularly appear at DOSAAF meetings with reports on what has been done about the critical remarks. This promotes an increase in the activity of DOSAAF members, and their interest in the affairs of their own organizations.

A correct and party approach to criticism is the most important indicator of the maturity of the coworkers of DOSAAF committees of all ranks. No one is insured against errors and shortcomings in practical activity. It is important that the given worker realize his error on time. If you make a mistake, be enough of a man to admit this and know how to correctly respond to criticism and eliminate the deficiency. Unfortunately, some comrades nonetheless forget about this truth, treat criticism directed towards them from the erroneous standpoints of undermining their authority and seek objective reasons to justify the shortcomings.

It is well known that a timely response to criticism in the press is the service obligation of the chairmen of the DOSAAF regional committees, municipal committees and central committees of the union republics. Now,

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the DOSAAF press organs receive detailed specific replies to critical publications to the majority of DOSAAF oblast committees and central committees of union republics, where these replies not only admit the correctness of the remarks, but also set forth what is being done to eliminate the deficiencies which were ascertained.

However, it is frequently necessary for the editorial staffs of newspapers and magazines to remind individual managers several times that they are without justification in procrastinating their replies to critical publications, and for some reason expect special instructions. And those who love formal replies have not changed over. Thus, for example, the chairman of the Dneprodzerzhinsk DOSAAF municipal committee, B. Rudasev (Dnepropetrovskaya oblast) in a communication to the editorial staff of the newspaper SOVETSKIY PATRIOT in connection with the correspondence, "Not Obligatory Obligations", rejected the criticism of serious deficiencies in the organization and management of the competition, claiming that the author accused the municipal committee without justification. A check showed that comrade Rudasev was trying to brush off the criticism, and did not note the fact that in the majority of the primary organizations of the society, the circumstances were not discussed at meetings, there was no publicity for the competition and the municipal committee workers blew their own horn and praised their own achievements to the skies.

Similar situations with formal replies to critical statements in the press were permitted in the Irkutsk and Murmansk DOSAAF committees. It is evident that all those who love formal replies, those ardent defenders of their own "infallible" full dress uniform must frequently be reminded of the fact that the communist party requires that cases of ignoring and clamping down on criticism be decisively stopped. This requirement is backed up in the USSR constitution.

In the decree of the COSU Central Committee, "On the State of Criticism and Self-Criticism in the Tambovskaya Oblast Party Organization", it was noted that it is also very important to further increase the significance of the plenums of the party committees, the meetings of communists and the level of criticism and self-criticism at them. This instruction completely and entirely applies to the activity of DOSAAF committees.

Collectivism is the highest management principle in DOSAAF, and an invariable condition for the successful activity of each of its organizations. This is likewise one of the important features of the leninst work style. It is specifically collectivism which permits a more objective evaluation of the things taking place, assures a thorough discussion and joint working out of well founded decisions and recommendations, and promotes the development of criticism and self-criticism, as well as the appearance of initiative and creativity among broad masses of DOSAAF members.

Management collectivism presupposes the active participation of all members of the committees and other electoral organs of DOSAAF in compiling and

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executing operational plans and in checking on the implementation of the adopted resolutions and instructions of the higher level organs. This is why it is so important to strive to arrange for friendly collective work among all members of the committees and assure their active participation in the practical performance of the specific tasks facing the corresponding DOSAAF organizations. The Novo-Duginskaya organization of the defense society of the Smolenskaya oblast is doing a great deal of interesting work. The regional DOSAAF committee, headed up by chairman P. Samuylov, long ago became a true organ of collective management. All 34 members of the committees have specific obligations and orientations for participation in the management, monitoring and rendering of assistance for lower level organizations. The committee regularly questions them on the state of the section being checked. The members of the committee attentively analyze and generalize the advanced experience of the primary collectives, striving to introduce this experience into practice.

The example cited here is once again convincing evidence that refining the operational style of DOSAAF committees is related in the closest fashion to the utmost strengthening of a sense of being colleagues. In practice, this means the necessity of drawing upon a wide circle of activists for the discussion of one question or another, and counseling with the rank and file members of the defense society.

The most important condition for assuring collectivism in the management of the affairs of primary organizations is the observance of the statutes of the charter of the USSR DOSAAF concerning the creation of permanent commissions in the committees on the main directions for mass defense work, something which is called upon to promote the involvement of all members of the defense collectives in the public activity.

The work of all DOSAAF organs should be permeated with this sense of being colleagues. As is well known, for the purposes of increasing the part played by members of the USSR DOSAAF Central Committee in the implementation of the decree of the USSR Central Committee and the USSR Council of Ministers of May 7, 1966, "On the State of and Measures to Improve the Work of the All-Union Voluntary Society for the Assistance of the Army, Air Force and Navy", the resolutions of the Eighth All-Union Congress of the society and subsequent plenums of the Central Committee of the USSR DOSAAF, as well as to study the urgent problems of society activity, develop proposals and recommendations for the major directions of the defense society activity: military patriotic education, mass defense, training and sport operations, the following permanent commissions were organized in the USSR DOSAAF Central Committee:

- On questions of mass organizational work;
- On questions of military and patriotic propaganda;
- On the preparation of use for service in the USSR armed forces;

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--On questions of military engineering knowledge propaganda and the preparation of personnel for mass technical professions in the national economy in DOSAAF organizations;

--On questions of the development of military engineering types of sports;

--On working with youth and juveniles who have students and pupils;

--On the development of the material and technical base in the DOSAAF organizations;

--On the study of questions of the organization and activity of DOSAAF production enterprises.

The permanent commissions have the right to introduce their own proposals for the consideration of a plenum, presidium, or a bureau of the presidium of the USSR DOSAAF Central Committee, to present reports and supplementary reports at Central Committee plenums on questions relating to their management, and hear at their own sessions information from committees concerning the implementation of the resolutions of higher level organs.

Permanent commissions are being created in all of the DOSAAF committees. It is important that they exist not merely in a formal sense, but clearly perform the functions assigned to them.

Management collectivism is inseparable from the personal responsibility of each member of the committee for the assigned work section. For if a resolution has been adopted, it should be absolutely clear who specifically bears the responsibility for its implementation.

One of the most important principles of a leninist management style is the proper selection, assignment and education of personnel.

L.I. Brezhnev points out the importance of working with personnel in his book "Rebirth." He teaches that one must deal with people carefully. In setting high standards and adhering to principles in the assessment of their work, the errors committed by people are not to be exaggerated and dramatized excessively, and they are to be punished unthinkingly.

It is gratifying that our high quality staff of DOSAAF kray committee, oblast committee and regional municipal committee chairmen is improving every year. The party layer among the chairmen of regional and municipal committees is reaching 70 to 75%. Their general educational level has increased, and more youths are numbered among them. Many chairmen have military service experience. To be included among the better groups in working with personnel are the DOSAAF central committees of the Ukraine, Belorussia, Armenia, Latvia, and the DOSAAF committees of the Tul'skaya, Omskaya and Volgogradskaya oblast.

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Along with this, in individual organizations, and primarily in the DOSAAF Central Committee of the Tadzhik SSR, and in the committees of the defense society of the Checheno-Ingushskaya and Yakutskaya ASSR's, a superficial approach to personnel selection is tolerated, they are poorly trained in practical work and there are instances where the directors of the named committees make judgements on one person or the other exclusively on the basis of questionnaire information.

Improving the operational style of DOSAAF committees in all categories, training and sports organizations is an urgent necessity of the present day.

Conclusion

Under the leadership of the party organizations, the defense society committees, in conjunction with the trade unions, Komsomol and other public organizations, has accumulated rich operational experience in the patriotic and international education of the masses, the preparation of youth for service in the armed forces, and the development of military engineering types of sports. DOSAAF activity is to be further activated on the basis of this experience.

As before, concern with the improvement of the ideological work among DOSAAF members should in first place with the committees of the society. The basis for this is the elucidation of the domestic and foreign policy of the CPSU, the testaments of the great Lenin on the protection of the socialist fatherland, the materials of the 25th CPSU Congress, the constitution of the USSR, the statements and conclusions of the reports and appearances of General Secretary of the CPSU Central Committee and chairman of the presidium of the USSR Supreme Soviet, L.I. Brezhnev and other party documents.

In improving the ideological work, there is also to be further concern for the education of society members in a spirit of class hatred towards imperialism and a high level of vigilance. Because of the successes of our foreign policy, it is impossible to allow the activity of propaganda work in unmasking the reactionary essence of imperialism and its aggressive machinations to be reduced.

Life is confronting DOSAAF organizations and committees with ever newer and newer tasks. Each of them requires a new approach, new methods of solution. This results in the necessity of constantly improving the forms and methods of DOSAAF committees and organizations.

An important problem on which the committees of the defense society need to work in particular is to be considered that of boosting the activity of the primary organizations of the society.

Improving the mass defense work of primary organizations is the business of all workers and all sections of the defense society. The DOSAAF Central

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Committee believes that measures to increase the activity of primary organizations must be planned just as work is planned in other directions.

Every DOSAAF member is proud of his affiliation with the nation's patriotic organization and strives to express this in practical ways to further strengthen the defense capability of the socialist motherland and the combat strength of the armed forces. The committees and organizations of the defense society are called upon to assist him in this.

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HANDBOOK EXPLAINS DESIGN, LAYOUT OF TANK NAVIGATION SYSTEMS

Moscow TANKOVYYE NAVIGATSIONNYYE SISTEMY in Russian 1978 signed to press 2 Mar 78 pp 1, 2, 3-4, 16, 36-37

[Title page, annotation, introduction, and excerpts from book "Tankovyye Navigatsionnyye Sistemy" by M. I. Kuznetsov, V. K. Presnov, and L. I. Surat]

[Excerpts] Title Page:

Title: TANKOVYYE NAVIGATSIONNYYE SISTEMY
(Tank Navigation Systems)
Publisher: Voenizdat
Place and Year of Publication: Moscow, 1978

Signed to Press Date: 2 March 1978

Number of Copies Published: 14,000

Number of Pages: 120

Annotation: This handbook describes various types of navigation systems used in the army. The book gives their specifications and explains how to use them when tank subunits are performing tactical missions.

The handbook is designed for officers, engineering-technical personnel, and specialists of the Soviet Army whose work in the service involves practical application of navigation equipment and also for cadets at military schools and college students who are studying armored equipment.

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Introduction

The Communist Party and Soviet Government devote considerable attention to strengthening the country's defense capability and supplying the Ground Forces with the latest military hardware. The combat performance and maneuverability of modern tanks have improved greatly in recent years. Under conditions of modern battle tank subunits and units make broad use of maneuvering along the front and in depth to perform their combat missions, which increases the role of marches in troop combat actions. Troops carry out movements primarily at night or in conditions of limited visibility, usually on unfamiliar terrain.

For this reason the control of subunits and units to see that they reach their destination on time is much more important. The usual techniques for orientation on the terrain under complex conditions (nighttime, fog, wooded and steppe terrain, poorly developed road networks, and the like) by comparing terrain objects and landmarks with their representations on a map creates difficulties and does not always insure exact orientation and timely performance of combat missions.

Under such conditions the best way of orientation on the terrain is to use the ground navigation systems that have been supplied to subunits of tank and motorized rifle forces.

The availability of navigation systems enables commanders and staffs to do the following:

- a. confidently scout the enemy to great depth;
- b. lay field roads for troops over unfamiliar terrain;
- c. know the position of the subunits on the march and their battle formations in offensive and defensive fighting at any moment;
- d. determine evacuation routes and repair points when organizing tank technical services during battle.

This handbook reviews the principles of solving navigation problems, shows the capabilities of the types of navigation apparatus available

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to the troops and how to use them in solving tactical problems, and gives practical recommendations on work with the apparatus in the field.

A knowledge of the capabilities of the apparatus and methods of use will help commanders and staffs of subunits and units control their forces more accurately under the complex conditions of modern battle.

The book is designed for officers and sergeants who are familiar with the layouts of the navigation apparatus to the extent of existing manuals and regulations.

The present handbook is the first attempt to set forth ways of using the navigation apparatus, so the authors will gratefully accept all comments and suggestions for improving the content and presentation of the material.

1.2. Types of Tank Navigation Systems and Their Designations

The following types of navigation systems are used in tank and motorized rifle subunits and units to solve navigation problems:

- a. the Yantar'-Trassa tank navigation apparatus;
- b. the TNA-2 tank navigation apparatus;
- c. the TNA-3 tank navigation apparatus;
- d. the GPK-59 directional gyroscope.

The set of equipment in the tanks includes the following articles for working with this navigation equipment:

- a. the PAB-2A artillery director with an ANB-1 azimuthal crossbeam;
- b. a measuring tape 20 or 50 meters long;
- c. a milrule or caliper.

Directional angles or side angles to targets are measured by a special angle gage mounted on the vehicle. Azimuthal indicators are used for this purpose in tanks.

We will briefly describe the general layout and control elements of the navigation systems and instruments listed above.

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Table 1.1

| | Volume of Navigation Data | | | Components of Apparatus | | | | Time of Continuous Operation without Reorientation | Time Needed To Ready for Use |
|------------------|----------------------------------------------------------------------------|----------------------------------------------|--------------------------|--------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------|------------------------------|
| | Coordinates X and Y | Course (Directional angle α) | Direction to Destination | Road Sensor | Course (Directional Angle) Sensor | Computing Unit | Map-board | | |
| Yantar'-Trassea | X and Y with mean quadratic error of 1.5% of distance covered in 7-8 hours | Rough for α , Exact for α_{cp} | -- | Electromechanical Running Gear | Directional Gyro (KM-2), Drift of 167 d.u. in 7 hrs | Electromechanical, Error Not More Than 0.2 Percent | Combined with Plotter for Maps on Scales of 25,000, 50,000 and 100,000 | 7-8 hrs | 15-20 min |
| TNA-2 and GPK-59 | X and Y with mean Arithmetic Error 1.3% of S in 3-3.5 hrs | -- | -- | " | " | GPK-52 Directional Gyro, Drift of 20 d.u. in 30 min | " | 3-3.5 hrs | 10-15 min |
| GPK-52 | -- | Rough for α_{cp} | -- | -- | GPK-59 Directional Gyro and PAC-1F Converter, Drift of 40 d.u. in 30 min | -- | -- | 1.0-1.5 hrs | 5-10 min |

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NEW HANDBOOK COVERS TECHNIQUES OF OPERATIONS RESEARCH

Moscow SPRAVOCHNIK PO ISSLEDOVANIYU OPERATSIY in Russian 1979 signed to press 29 Nov 78 pp 1, 2, 3-4, 362-368, 359-360

[Title page, annotation, foreword, table of contents, and bibliography from the book "Spravochnik po Issledovaniyu Operatsiy" by V. A. Abchuk, F. A. Matveychuk, and L. I. Tomashevskiy]

[Excerpts] Title Page:

Title: SPRAVOCHNIK PO ISSLEDOVANIYU OPERATSIY
(Handbook on Operations Research)
Publisher: Voenizdat
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Signed to Press: 29 November 1978

Number of Copies Published: 20,000

Number of Pages: 368

Annotation:

Linear, nonlinear, and dynamic programming, game theory and critical path planning, methods of modeling by a diagram of Markovian random processes and statistical techniques, and mathematical models of maneuvering — each method is illustrated by solving examples.

The book is intended for officers in the Armed Forces. It can be used by everyone involved with operations research.

Foreword:

It would be impossible to carry out the great tasks posed by the 25th CPSU Congress for the party and Soviet people without an acceleration of technical progress and growing complexity in all types of human activity. It is becoming more and more difficult in all fields of activity, whether economic, scientific, or military, to make qualified

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decisions based entirely on qualitative analysis, experience, and intuition. A knowledge of the techniques of operations research has become essential for a broad group of people involved in organizing the purposeful activity of collectives that are using modern technical means, particularly in conflict situations.

Experience shows that reference works must be added to textbooks and theoretical works in operations research, just as elsewhere.

Beginning from this idea, the authors of the present handbook set as their goal presenting fundamental information on the most widely used methods of operations research and showing their practical capabilities through examples. For methodological reasons the numerical examples are illustrative and have hypothetical raw data. Their only purpose is to help the reader master practical calculations and find analogies in applying them to solve other problems. Most of the examples relate to military activities. This is because operations research was conceived and initially developed to solve military questions. The handbook has a military purpose. However, the reader can easily find general characteristics and similar methodological techniques in other fields. The handbook gives the tables and graphs necessary to make the calculations.

In writing this handbook the authors used books on operations research published in recent years. They are listed in the bibliography. The authors chose the most widely used terminology and the symbols adopted in works by Soviet authors for this handbook. In using the tables of values of Laplace functions the difference between the integral form adopted in the handbook and others, in particular from [1], must be taken into account.

The handbook was written by a collective of authors directed by Professor F. A. Matveychuk, who served as general editor of the book and wrote sections Nos 1, 6, and 7 as well as the appendix. Professor V. A. Abchuk wrote sections Nos 3, 4, and 5, and senior scientific associate L. P. Tomashevskiy wrote section No 2.

The handbook is intended for persons who have taken a course in operations research and are applying it in their practical activities.

The authors express deep gratitude to doctor of technical sciences V. Ya. Rozenberg and Professor N. S. Volgin for their critical remarks and advice upon reading the manuscript.

This is the first handbook of its type, and so the authors will be very grateful to all who consider it necessary to communicate their comments and suggestions for improvement of the handbook.

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